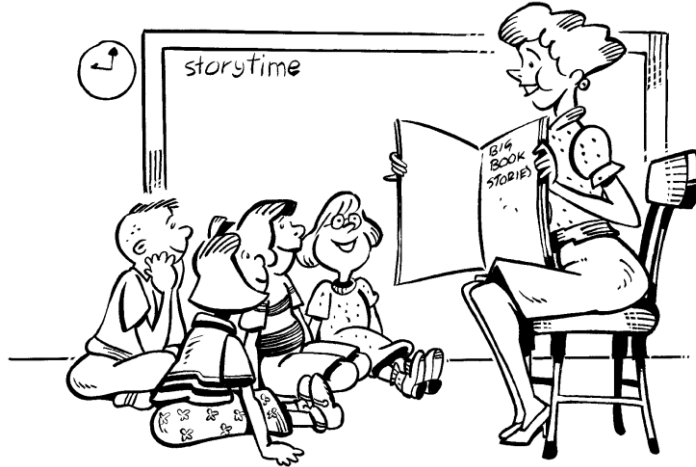


CURRICULUM INFORMATION

2019

YEAR 1 AND 2 HANDOUT



Dear Parents,

This booklet contains a summary of information pertinent to Years 1 and 2. We hope it will be beneficial to you as you support your child's learning. For further information please attend our Curriculum Information Night on Tuesday February 26th, or see your child's teacher.

YEAR 1 / 2 TEAM
LAURA PEARCE
LISA PHILLIPS
FREEMAN SMITH
CARLA YOUNGS / TERESA
BAKER
LEANNE PETERSON
SARAH CORNELL
JOHN MCHAFFIE
LACHLAN RHIND

CLASSROOM EXPECTATIONS

ATTENDANCE & PUNCTUALITY

Our classroom routines are well established by this time in the Term. It is essential for your child's learning and for the learning of other students that students arrive on time and are ready to start lessons at 9 a.m. The classroom doors will be open from 8.50am for the students to settle in and prepare for the day. The goals and expectations of the day are set up in the first 15 minutes, and some specialist programs begin at 9 a.m. sharp. It can be very disruptive when students arrive late and require instructions to be repeated. We are encouraging our students to take responsibility for their learning and take pride in their contributions to the classroom. Please support them by enabling them to attend regularly and to be punctual. **If your child is going to be away for any reason, please contact your child's teacher or the school prior to 8.45 on the day/s of absence.**

BEHAVIOUR

You will receive a copy of our year level essential agreement soon. The agreement outlines the classroom expectations. Each class has discussed the classrooms expectations, the consequences of not following these expectations and rewards for positive behavior.


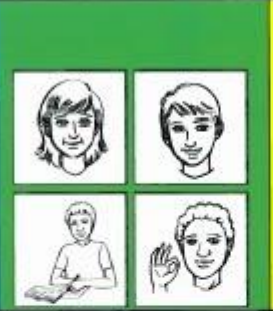
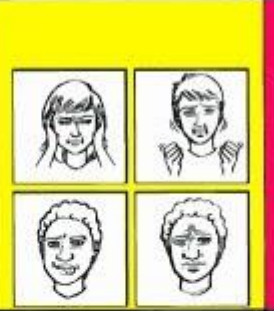

CIRCLE TIME – RESOLUTION OF DIFFICULTIES

From time to time students do experience difficulties in class or in the playground. Students will be supported to resolve issues as they arise, discussing their concerns under teacher supervision. Students accept the consequences for their decisions and behaviour and when appropriate, make amends to anyone who has been disturbed by their behavior.

ZONES OF REGULATION

As part of our wellbeing program, we refer to the zones of regulation when we are discussing various aspects with the students. Students regularly use the language of the colored zones when discussing how they are feeling so we have included them below as a reference point at home also.

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control



International Baccalaureate – Primary Years Programme (PYP)
‘Preparing students to be active participants in a lifelong journey of learning’



Aspendale Primary School is an accredited **International Baccalaureate (IB) World School**. IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programs of international education that share a powerful vision.

What is the IB Primary Years Programme?

The Primary Years Program (PYP) focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using the knowledge and skills derived from 6 subject areas (mathematics, language, arts, social studies, science and personal, social and physical education) as well as transdisciplinary skills, with a powerful emphasis on inquiry.

The PYP is flexible enough to accommodate the requirements of the **Victorian Curriculum**.

The IB Primary Years Programme

- addresses students' academic, social and emotional wellbeing
- encourages students to develop independence and take responsibility for their own learning
- supports students' efforts to gain understanding of the world and to function comfortably within it
- helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes. These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas.

PYP 6 transdisciplinary themes:

Who we are

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

Where we are in place and time

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives

How we express ourselves

Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

How the world works

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organise ourselves

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment

Sharing the planet

Inquiry into the rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationship with and between them; access to equal opportunities; peace and conflict resolution.

These transdisciplinary themes help teachers develop a program of inquiry- investigations into important ideas, identified by the school and requiring high level of involvement on the part of the students.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved in their education.

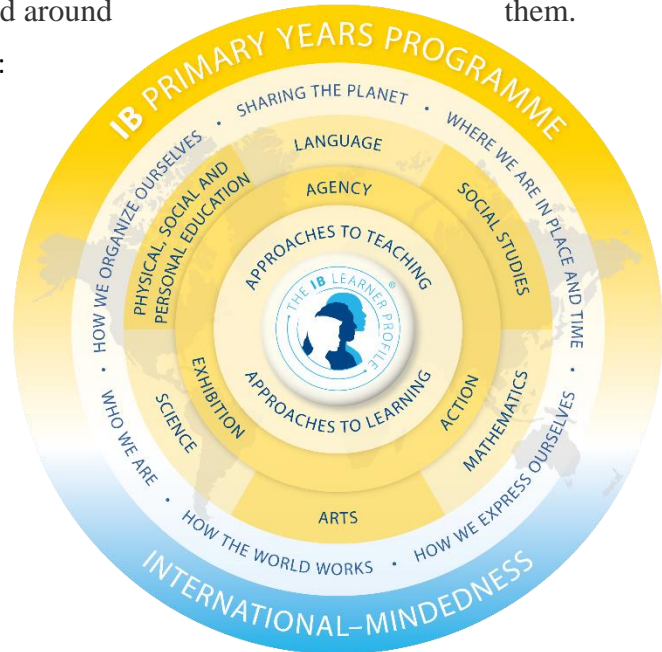


The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. The learner profile sits at the center of the PYP.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



The IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners

APS Mission and Vision

Learning for Life describes our **vision** to ensure that every student is equipped with the transferable knowledge, skills and understanding necessary to thrive in a rapidly changing and globally connected world.

Our **mission** is to provide a high quality, supportive and engaging learning program which builds the academic, social and emotional capacity of every student at our primary school.

We aim to develop lifelong learners who care for themselves, others and the community around them, and actively contribute to a more sustainable and peaceful world.

Our Core Values of Passion, Respect, Integrity, Commitment and Empathy guide how we teach, learn and interact at Aspendale Primary School.

For further information about the IB and its programs, please visit www.ibo.org

[Or see Sherri Jenkins - Aspendale Primary School's PYP Coordinator](#)
(jenkins.sherri.aj@edumail.vic.gov.au)

MATHS

At Aspendale Primary School we provide a daily Maths lesson. Maths sessions begin with a warm up activity, followed by a whole class introduction. The children then work through activities and tasks to further their understanding of the concept. Children work individually, in ability groups and mixed ability groups. There is also a reflection time for children to discuss strategies and any new understandings.

At our level we focus on three areas of Maths:

- **Number and Algebra**
- **Measurement and Geometry**
- **Statistics and Probability.**

Throughout every session we encourage children to communicate the strategies and tools they use to work through the activities and tasks they are learning. Where possible the Maths learning intentions will link to the PYP Central Idea.

ENGLISH

At Aspendale Primary School we provide daily English sessions, with explicit reading and viewing, writing, speaking and listening activities.

Reading and Viewing

Students participate in structured literacy sessions each day which include independent reading, reading aloud to the class and in small group situations. Reading activities will include the use of ICT programs, Interactive Whiteboard and comprehension tasks to increase understanding and interpretation of texts. Activities targeting the development of a broad vocabulary to enhance the understanding of more complex texts will also be used.

We also have weekly library sessions where the children can borrow a book of their choice. They can keep these books for 2 weeks before returning them.

Writing

Writing focuses on planning and producing written texts in a variety of fiction and non-fiction formats and editing and publishing chosen pieces of text. These skills are taught and enhanced through a range of targeted teaching and independent learning sessions each week. Depending on the learning needs of students, writing styles will be specifically taught, modeled, practiced and refined.

There continues to be a strong focus on spelling strategies, taught through a variety of spelling and word study programs, and students are continually practicing their handwriting skills and understanding basic grammar principles.

Many of our English activities are based on themes initiated by specific child interests, which may have been developed during their inquiry into our PYP Central Idea.

ICT – INFORMATION AND COMMUNICATION TECHNOLOGY

There is a strong focus throughout the school on using ICT across the curriculum. Students will have computers for literacy/numeracy activities and whole class digital learning, including the use of an iPad.

All classrooms are fitted with interactive whiteboards, which students and teachers are using regularly. Subject areas can be engaged in dynamic and interactive formats for the whole class and small groups. The whiteboards are an excellent extension of our ICT program.

Year 1 and 2 students will have access to a range of programs such as: Mathletics and a range of digital stories. For further information on the AUSVELS domains (subject areas) can be found at: <http://www.education.vic.gov.au>



SPECIALIST SUBJECTS

MANDARIN CHINESE

We will use “AIM” teaching method that uses gesture, music and dance to support language learning. The language will focus on building vocabulary and sentences about class routine, family members, colours and expressing simple likes and dislikes (喜欢, 不喜欢). We will work on the topics associated with Year One and Two Units of Inquiry. Students will also be engaged in learning about China and traditional cultures such as celebrating Chinese New Year by exploring the story of Nian and the Zodiac Animals.

VISUAL ARTS

The Art program engages students creatively where students experience printmaking, drawing, painting, ceramics, construction, and also through the manipulation of images using digital technology. The use of art vocabulary is encouraged.

The Art program and the PYP: Artworks throughout the year are often aligned with the concepts relating to the PYP Unit of Inquiry studied in their classrooms. The art task is linked to the concepts taught in classroom.

Student artwork: Students experiment with materials, planning their work, and designing and creating their own works of art in their sketchbook. Techniques will be modelled during each lesson; students will experiment with these and develop their own. Art work will be displayed in the Art room and the school where students can gain pride in their work.

Art Smocks: Please ensure your child has a **clearly labelled waterproof art smock**.

Regular Art practice such as of cutting, drawing, manipulating play dough, threading, weaving, 3D building is encouraged to develop both the fine motor control of their hands and their Visual-Spatial ability. Practise at home is encouraged!

Art Folios: Every student has a brown folio to store their finished artwork in the Art room. This is taken home at the end of each semester. Parents are welcome to pop in anytime, before or after school, to take a look at their child's work.

Artists and designers through history: Throughout the year students will be exposed to the work of artists, designers and architects. They will gain understanding of what caused changes in art movements throughout history. Through discussion they will develop an art vocabulary where they learn to reflect and critique artwork, utilising the elements and principles of art.

Media in Art: Students will have a media component of the Art program at some point in the year. Students will be required to bring their devices to the Art room and be looked after and kept safe while they are being used. Students may draw using apps and take photographs which they can manipulate. Our senior students like to bring their devices to Art to look up images as sources of inspiration to use in lessons. We have one iPad in the Art room for students to use if they need it.

PERFORMING ARTS

The Performing Arts program provides students with valuable opportunities to explore their creativity through exposure to music, drama, dance and media arts. Students learn to build confidence through risk-taking and gain experience in playing a range of instruments. They also learn to act and dance in several genres and will have opportunities to incorporate technology into their learning.

Performing Arts and the PYP: At various times during the year, Performing Arts classes will follow the same PYP Unit of Inquiry as studied in the classrooms. Where this is the case, performing arts units are designed so that students are exposed to the same concepts from a different perspective.

Performing Arts Projects: Student agency plays a significant role in curriculum design for Performing Arts. The projects students undertake will be heavily influenced by student suggestion, while still maintaining learning requirements, as outlined in the Victorian Curriculum.

2019 Concert and Production: This year during Term 4, students from Foundation to Year 4 will participate in a concert to showcase their hard work in performing arts throughout the year. Also, students in Years 5 and 6 will participate in a musical production. These events are bi-annual and take place in the school hall. Parents are invited to attend.

PHYSICAL EDUCATION

In Physical Education, we are building on from Foundation level and support students to make decisions to enhance their health, safety and participation in physical activity. Students explore their sense of self and the factors that influence their interactions with others, and the physical and social changes they go through as they grow older. Students continue to focus on performing Fundamental Motor Skills and different movement patterns which include; throwing, catching, dodging, kicking, bouncing, leaping, striking and jumping.

SUNSMART

Students at Aspendale PS are required to wear a hat between September and April, this extends beyond the Term One and Term Four boundaries. Please ensure your child has a sunsmart hat (either wide brimmed or legionaires). Some students prefer to keep their hat at school. If your child does not have their hat at school they will be required to play in restricted shady areas.

HOMEWORK

In Year 1/2 children are expected to bring their Home Reading Folder to school weekly, and to read regularly with and to their parents. We encourage children to read a mix of school share books, library books and their own books. We would like you to record these and respond to reading in the journals provided. This will assist us with helping your child choose appropriate reading materials.

Students also have oral presentations to work on at home and present to the class on the date provided. These are an instrumental part of our speaking and listening program and the students really enjoy their 'time to shine' in front of the class. Students in Year 2 will also have weekly spelling words to practice, depending on their area of need, and complete set activities. It is recommended that children in Year 1/2 *do not exceed 15 minutes* of homework each day.

Here are some of our suggestions for home activities with your child:

Reading at home together – Reading aloud to your child and having your child read to you:

- develops a love of books and stories
- extends imagination and vocabulary
- models oral expression
- demonstrates different language structures and styles of writing
- enhances cultural awareness
- and it is a great activity to do at bedtime or other quiet times

Spelling – ask your child to sound out the letters of the words in their spelling list, identify the common sound, “look, say, cover, write, check”.

Speaking & Listening - help your child find something interesting and informative to share. Discuss what they can talk about.

Writing – “real life” writing activities assist in your child's writing development and their interest in writing such as; letter writing, notes, shopping list.

Real Life Maths – eg. Measuring cooking ingredients, estimating heights, weights, distances, time and using measurement tools, counting out potatoes at the supermarket, paying for goods.

Encourage drawing and model making – which helps creativity and the development of fine motor skills. Drawing is a natural means of self expression for children and it helps develop concepts.

STUDENT LED CONFERENCES

Student Led Conferences

Aspendale Primary School first conducted Student-Led Conferences in 2012. These conferences align with the requirements and philosophies of the International Baccalaureate – Primary Years Programme (PYP). These

conferences have been really well received and we are excited to offer them again this year.

What are Student Led Conferences?

Student Led Conferences are an integral part of our reporting process and are linked in with our mid-year reporting processes. They provide a forum for teachers, students and parents to acknowledge student progress and achievement. Students (with teacher support) will explain their learning achievements as well as areas for improvement.

Why do we run Student Led Conferences?

The benefits of these conferences are numerous and include:

- Students take responsibility for their own learning:
 - Contribute to the development of their learning goals
 - Monitor and share their progress through self, peer and teacher feedback
 - Evaluate their progress through teacher directed assessment and self and peer evaluation
 - Help to direct future learning
- Helps to foster a home-school partnership:
 - Open and honest dialogue
 - Parents, students and teachers have access and direction in student learning
 - Gives students a chance to show parents direct improvement in their own learning
 - Allows parents, students and teachers to celebrate the student's success together!
- Gives students a chance to develop and use real world skills:
 - Self-reflection and evaluation
 - Organisational and communication
 - Self-confidence

Role of the student, parent and teacher:

Teacher	Student	Parent
- Planning the student work for presentation and discussion - Support and guide students through the conference <i>Prepare the students throughout the year through facilitating:</i> -Goal setting and reflection -Peer and teacher feedback -Self evaluation/assessment -Opportunities to share progress and identify areas to improve	- Plan and prepare their work for presentation - Attempt to demonstrate their understanding of their learning through discussing and answering questions	- Attend the conference - Offer support and encouragement - Ask questions

What if I want a one on one parent-teacher interview?

Some parents feel that they are disadvantaged by Three Way Conferences as they are not given the opportunity to discuss their child's achievements,

behaviour and social issues directly and privately with their teacher. However, we strongly encourage parents to make an appointment to discuss these issues directly with their teacher at any stage during the year. You don't need to wait until the mid-year conferences to discuss your child's progress - in fact, the earlier, the better!

An Interim report (Term 1) and detailed Semester 1 and Semester 2 reports will also provide information regarding student progress, achievement and areas for future learning.

COMMUNICATION PROTOCOL

The role of the Parent

Good parent-teacher communication is vital to your child's education. A cohesive partnership between home and school will assist your child in developing a positive mindset towards school and learning.

The following set of guidelines is based on the understanding that whenever a question, issue or problem arises, parents have the right and responsibility to contact the school.

Lines of Communication

1. Classroom/Specialist teacher: appointments can be arranged in person, phone or via email.
2. Team Learning Leader: concerns that cannot be resolved through a conference with the teacher, or question/issues relating to the whole year level.
3. Principal/Assistant Principal: concerns that have not been resolved or questions of a more general nature concerning the operation of the school and its programs.

Team Learning Leaders:	
Foundation	Mr Jack Powell
Year 1	Miss Laura Pearce
Year 2	Mrs Leanne Peterson
Year 3	Mrs Shey O'Brien
Year 4	Mr Steve Gammon
Year 5	Mr Tom Pearce
Year 6	Mrs Mel McGregor
Specialist	Mrs Sherri Jenkins
Principal	Ms Coby Larrieu
Assistant Principal/Wellbeing	Mrs Mel Bach
Acting Assistant Principal/PYP	Mrs Sherri Jenkins

Modes of Communication:

Newsletter:

We publish a weekly Tjuringa (newsletter) which is emailed to all families and is also available via our website. This keeps everyone up to date with the latest happenings in the school and the broader educational context.

Emails:

Email communication is used for:

- teachers to send year level information email to parents
- parents to make appointments or notifying teachers of a student absence

Please note that concerns are to be addressed via the 'lines of communication' (face-face/via phone call) **not** via email.

Emails from parents will be responded to within 48 hours, Monday to Friday between 8am and 5:30pm.

If an email is received over the weekend, a response will be sent on the following Monday by 5:30pm.

Flexibuzz:

We use Flexibuzz as our School App. Please remember to subscribe to your child's year level. Flexibuzz is used for sending notifications and reminders.

'Aspendale Primary School- Official' Facebook page:

Our Facebook page is used to keep you informed and highlight some of the activities and events going on in our school.

Sentral:

Sentral is used to publish school reports and to schedule interviews and Student-Led Conferences. You can access the parent Portal in Sentral via <https://sentral.aspendale.vic.edu.au/portal/login>

Qkr:

The Qkr App is used for all school payments (Canteen, fee, extra curricula activities) and excursion permission forms.

Information sessions: Meetings of general interest are held throughout the year and your attendance is encouraged. This year we are hosting an information session about 'Teaching and Learning at APS' (English and Maths focus).

LEARNING AT HOME

Real life experiences and activities

- Send greeting cards
- Tell jokes
- Play board games/read game rules
- Listen to CD/radio; join in with songs
- Read a book and talk about the pictures
- Reread and join in favourite books and rhymes
- Have fun playing with language eg. tongue twisters
- Read signs
- Read labels – what's in it – directions
- Writing letters to relatives and replying
- Take and send telephone messages
- Prepare thank you notes
- Do crosswords
- Repeat riddles
- Prepare dinner menus
- Talk about newspaper articles, sporting pages
- Choose a program from the TV guide
- Play a computer game
- Hold a conversation
- Solve problems together eg. jigsaws, crossword
- Write a lunch order
- Complete an excursion form
- Participate in sporting activities

Maths Ideas For Home

Maths is everywhere – we are 'doing' Maths all the time without even realising it! Listed below are a range of activities that can show children that Maths is all around us.

- Let children help with the shopping – check prices, weights and quantities, rounding prices as items are placed at the register, estimate the total cost of the goods purchased.
- Encourage your children to help with the cooking – weighing and measuring ingredients, keeping a check on the time.
- Let the children set the table – how many plates, knives, spoons are required?
- Discuss with children different ways of buying food – loaves, litres, kilograms
- Encourage your child to keep a record of his/her weight and height.
- Dates – keep the calendar handy and discuss coming events according to dates on the calendar.
- Talk about the days, months in relation to birthdays and other special occasions.
- Telling the time – have a clock on view and discuss the different times in a day – relate times to events, eg; 6 o'clock is teatime.

- Use the television timetable to discuss time eg: What time does the movie start? What time does it finish? Is it past the time you need to go to bed?
- Discuss clothing and shoe sizes. Compare with brothers and sisters.
- Talk to children about the models they make with their building sets – size, height, shapes used.
- Remember – the language you use is important – empty, full, less than, more than
- Talk about money – Discuss weekly budgets and general money matters eg: How much does our family spend on food each week? Estimate how much money in a piggy bank. Check.